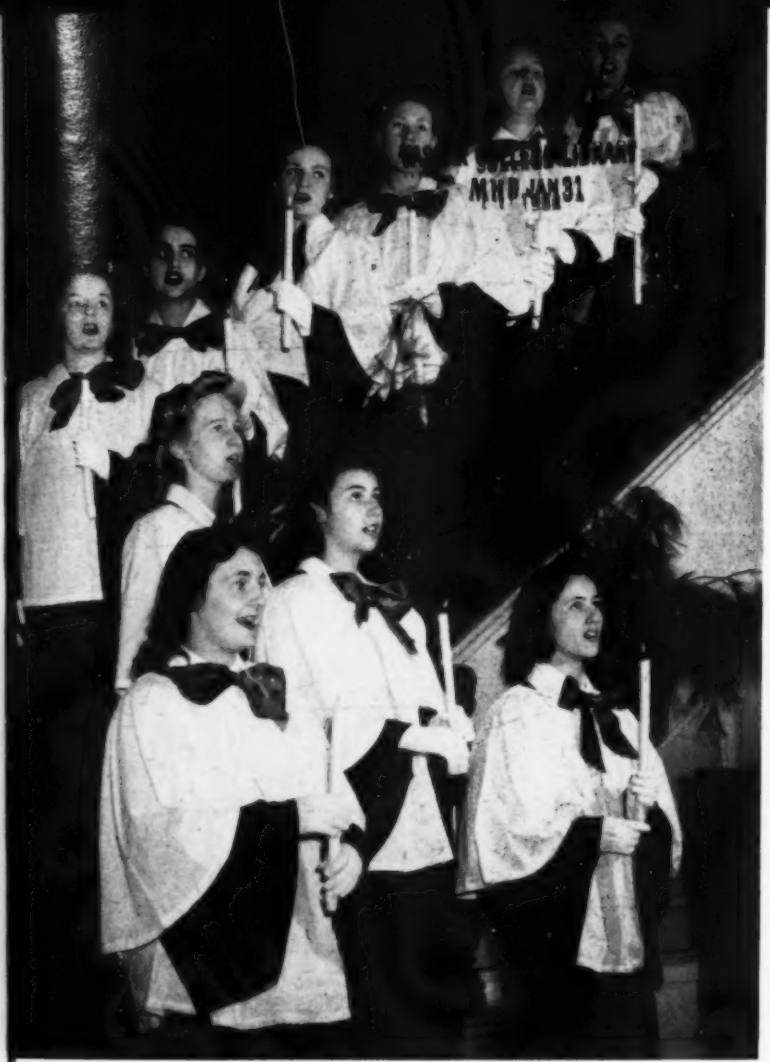

December
1951

VOLUME 38
NUMBER 4

BULLETIN TO THE SCHOOLS

In this issue:
Regents Statement on Moral and Spiritual Training in Schools

THE UNIVERSITY OF THE STATE OF NEW YORK

THE UNIVERSITY OF THE STATE OF NEW YORK

BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor* MILDRED HAND, *Assistant*

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Bulletin to the Schools

VOLUME 38 DECEMBER 1951 NUMBER 4

Regents Stress Importance of Moral and Spiritual Training

THE REGENTS believe with profound conviction that the spiritual truths on which this Nation was founded — truths which find reverent expression in the Declaration of Independence, in the Constitution and in the Bill of Rights — remain the one firm foundation on which to build a better world.

This statement by Chancellor John P. Myers setting the theme for the 85th Convocation of the Board of Regents on October 26th was implemented by the issuance of a formal statement on moral and spiritual training in the schools, adopted unanimously by the Board of Regents at its meeting on November 30th in Albany.

The formal statement of belief, which is printed on page 94 of this issue of the BULLETIN TO THE SCHOOLS, has been sent to superintendents of schools and will be made available to schools.

The statement on moral and spiritual training was prepared and adopted after many months of thought and discussion by the Regents. It is the second important action taken in recent months by the Regents to impress upon school officials and the public generally their deep conviction that the schools have an essential function to perform in teaching moral and spiritual values. The other action was the decision to devote the Convocation this year to this theme. Challenging addresses on the importance of moral and spiritual training in the schools were delivered at the Convocation by Dr Mildred McAfee Horton and Dr Robert C. Clothier.

As expressed in their formal statement, the Regents are convinced that "belief in and dependence upon Almighty God" is "the best security against the dangers of these difficult days," just as it was "the very cornerstone upon which our Founding Fathers builded."

The response to this statement was immediate and overwhelmingly favorable. Governor Thomas E. Dewey promptly issued the following statement of strong approval:

> I wholeheartedly support the statement of the Board of Regents of the State of New York on moral and spiritual training in the schools.
>
> In these days of world-wide conflict between the free world and the slave world of godless Communism, it is more vital than ever before that our children grow up with a sense of reverence and dedication to Almighty God.

Newspaper comment generally supported the Regents' position, and reports reaching the Department indicate that schools throughout the State are following the leadership of the Board of Regents and accepting their invitation to initiate activities that will "aid in giving life to our program."

The Regents Statement on Moral and Spiritual Training in the Schools

BELIEF IN and dependence upon Almighty God was the very cornerstone upon which our Founding Fathers builded.

Our State Constitution opens with these solemn words: "We, the People of the State of New York, grateful to Almighty God for our Freedom, in order to secure its blessings, do establish this Constitution."

We are convinced that this fundamental belief and dependence of the American — always a religious — people is the best security against the dangers of these difficult days. In our opinion, the securing of the peace and safety of our country and our State against such dangers points to the essentiality of teaching our children, as set forth in the Declaration of Independence, that Almighty God is their Creator, and that by Him they have been endowed with their inalienable rights of life, liberty, and the pursuit of happiness.

We believe that at the commencement of each school day the act of allegiance to the Flag might well be joined with this act of reverence to God: "Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our parents, our teachers and our Country."

We believe that the school day thus started might well include specific programs stressing the moral and spiritual heritage which is America's, the trust which our pioneering ancestors placed in Almighty God, their gratitude to Him from Whom they freely and frequently acknowledged came their blessings and their freedom and their abiding belief in the free way of life and in the universal brotherhood of man based upon their acknowledgment of the fatherhood of their Creator, Almighty God, Whom they loved and reverenced in diverse ways.

We believe that thus constantly confronted with the basic truth of their existence and inspired by the example of their ancestors, our children will find all their studies brought into focus and accord, respect for lawful authority and obedience to law will be the natural concomitant of their growth, and each of them will be properly prepared to follow the faith of his or her father, as he or she receives the same at mother's knee, by father's side, and as such faith is expounded and strengthened for them by his or her religious leaders.

We believe that thus the school will fulfill its high function of supplementing the training of the home, ever intensifying in the child that love for God, for parents and for home which is the mark of true character training and the sure guarantee of a country's welfare.

We believe that such is the best way of insuring that this Government and our way of life shall not perish from the earth.

We believe that this Statement will be subscribed to by all men and women of good will, and we call upon all of them to aid in giving life to our program.

The foregoing statement of belief was unanimously adopted by the State Board of Regents at its regular meeting on November 30, 1951.

Civil Defense in the Schools

Recordings, Films and Pamphlets Help Parents and Pupils Understand Reasons for Precautionary Measures

EDWIN R. VAN KLEECK
Assistant Commissioner for Pupil Personnel Services and Adult Education

CIVIL DEFENSE regulations for the public, private and parochial schools for the current school year follow closely the pattern established for the previous year. The Department is again carrying out the wishes of the New York State Civil Defense Commission concerning bomb drills. These drill regulations were outlined in a letter dated August 30, 1951, addressed to city, village and district superintendents of schools. By this time it is expected that all teachers have been fully informed of these drill regulations. It was emphasized in this letter that teachers should continue to exercise great care to avoid unnecessarily alarming the children. It is hoped that the children will continue to execute the bomb drills in the primary and secondary target areas with the same equanimity as last year and as with the fire drills.

Drills in nontarget areas are not mandatory, but are encouraged in any area where local school and civil defense authorities feel the need for them.

Every effort should be made by school administrators to encourage parent-teacher associations and similar organizations to devote at least one of their meetings to a discussion of the reasons for civil defense precautions in the schools.

All teachers, and especially those of science and citizenship education, should utilize every opportunity to incorporate discussions in their classes of the meaning and implications of the atomic age, including facts about the effects of atomic warfare. A two-part documentary record, "The Quick and the Dead," would be useful in these classes. These recordings of a radio series are produced by RCA Victor Divison, Camden 2, N. J. They are an oral history of the development of the A-Bomb and a discussion of the progress with the H-Bomb. Bob Hope speaks in the role of an American taxpayer. The material is dramatic and understandable. The recordings are appropriate for grades 7–12. The cost ranges from $4.90 to $7.25 for each recording, depending upon the RPM.

Helpful written materials, such as civil defense "comic" books, pamphlets, books and reprints of speeches, are now beginning to be produced in some quantity. Films and filmstrips are also available. If schools are in doubt about the technical validity of these materials, appropriate comments can be had from the office of John H. Moehle, Coordinator of Civil Defense for Schools, of the Education Department. Some materials of this nature, after careful checking, have been found undesirable and are not recommended. If Department approval is given, it means that a review of the technical content has been made and cleared by experts on the staff of the State Civil Defense Commission. If pupils are exposed to improper and undesirable materials, it can do great harm.

In connection with this, there is a fine filmstrip entitled, "You and the Atom Bomb," which can be obtained from Visual Sciences, Suffern, N. Y., at a cost of $3. This filmstrip would be excellent to show to pupils in grades 4–12; it will stimulate discussion. If teachers and parents desire to read other materials that will help them with the question of emotional stability, it is suggested they read the book, War and Children, by Freud and Burlingham, published by Ernst Willard Publishing Company, New York City. It may be available through the school or local public library. This book treats exceptionally well the subject of emotional reactions of children under actual war conditions and was written by competent authors.

There is also an excellent pamphlet called "Let's Face It." This was prepared and is distributed by the Metropolitan School Study Council, 525 East 120th street, New York 27, N. Y. A reprint of an address delivered by George James M.D., New York State Department of Health, Office of Medical Defense, State Office Building, Albany, is available. It is titled "Let's Not Get Panicky." A limited supply of this reprint can be obtained from the office of the Coordinator of Civil Defense for Schools, State Education Department, Albany 1, and will be mailed on request. Another reprint worth reading is entitled "Are Air Raid Drills Scaring Our Kids?" It was published as an article in the June issue of Today's Woman. It could be used as a basis for group discussion at parent-teacher association meetings. This can be obtained, free of charge, by writing to Betty Shaaker, director, Editorial Promotion, Today's Woman, 67 West 44th street, New York 18, N. Y. A pamphlet entitled "Emergency Action To Save Lives" can be obtained from the United States Printing Office for 5¢ a copy. The publication is Federal Civil Defense Administration Publication, PA-5. An editorial reprint entitled, "Danger," written by Walter Winchell, is available, free of charge, from the International Latex Corporation, Dover, Del. The present writer describes the New York State program in civil defense in the schools in the June 1951 National Elementary School Principal. See also the article in the October 1950 issue of the BULLETIN TO THE SCHOOLS and our mimeographed statement of October 1950, Doc. CDPH.

Last year's statistical study of the available surplus movable school furniture and equipment and of available space for emergency hospital utilization and for evacuees, is being brought up to date for the New York State Civil Defense Commission, and such information will be made available to the various county and city directors of civil defense throughout the State. When completed, this information should again prove helpful in locating available surplus equipment, if necessary, and in determining housing facilities in the region near any bombed city in the State.

Many training programs in the "Self-Help and Neighbor Help for the Injured" course, as organized for the State Civil Defense Commission by the State Health Department, are being conducted through the Education Department's Bureau of Adult Education. Other training courses, such as those for the training of amateur radio operators, will be initiated by the Civil Defense Commission as the need arises for such training. Such necessary emergency training courses can be easily and quickly placed in operation by local boards of education through the existing procedures of the Bureau of Adult Education.

Shelter areas in school buildings have been carefully selected, in most cases by

competent committees of engineers and architects, firemen and policemen. Selection of such areas has been generally based on strength of wall support, protection from flying glass, absence of inflammable materials, adequate ventilation, types of exits and entrances, toilet facilities, availability of drinking water, absence of overhead hazards (steampipes, plaster, light fixtures), nearness to rescue tools, availability of secondary lighting and absence of equipment that could be blown out easily.

Schools in target areas have instituted action procedures for maintenance personnel for use in event of an emergency. These include cutting off main light switches, shutting off gas mains, extinguishing fires, clearance of grounds of easily combustible materials, disposing of odds and ends which create fire hazards, plus other procedures of this type peculiar to local situations.

Some schools are organizing parent groups (*on a "stand-by" basis and to function under the supervision of the principal*) to be activated in case of emergency. These include committees for patrolling school premises, administering first aid, assisting in emergency feeding, distributing essential information, emergency registration activities, clerical duties, production drives and activities, and other useful activities of this type.

The specific use of school buildings in the event of an emergency has, in many instances, been well worked out by local civil defense officials and school officials. Such forethought should avoid confusion in event of actual bombing. In some cases, school buildings in target cities have been designated by the local civil defense director for use as emergency hospitals, as they can be adapted and converted to such use more readily than can most structures since the schools possess toilet facilities, kitchens and cafeterias, open driveways, and are well lighted and heated and, in many cases, are not over three stories in height.

Many schools are conducting both new and refresher courses for teachers, other adults and pupils in American Red Cross first-aid training.

Some target city schools have installed direct, telephonic warning systems with local civil defense headquarters, which, in turn, are linked with the state-wide warning system.

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Challenge to Education

Less than 3 per cent of our national income goes for education, Deputy Commissioner James E. Allen jr told the National Conference on Government of the National Municipal League meeting in Cincinnati November 28th. He continued:

> We face our greatest challenge in education. No matter how serious the national situation becomes we must meet that challenge. We can not ignore the facts nor temporize with the solutions. The cost of failure is too great. As a nation we have the wealth. All we need is the desire and the courage to use it to the best interest of all concerned.
>
> We have, in fact, fragmented the whole subject of public finance too much — we have dealt with it at the local, state and national levels and in the universities. Educators, political scientists, economists — each has its own "fraternity" in matters of public finance. None of these groups has, in my judgment, sufficiently broadened its fraternity by attracting the people from the other specialties. I am sure much can be gained in the interest of each group by greater interchange of viewpoint and more cooperative study.

Education—An American Heritage

WE, THE PEOPLE of New York State, believing in the equality of opportunity for all and realizing that education is fundamental to our democratic way of life, do hereby recognize and accept these basic premises:

**that every youth shall be afforded the opportunity to obtain at least a high school education;

**that every youth shall have the fullest opportunity for moral and ethical development in keeping with our American heritage;

**that every youth has certain needs and responsibilities that are common to all youth and to the perpetuation of our democratic society;

**that every youth, as a person of inherent worth, differs from every other young person in respect to health, mental ability, interests and background.

Since these premises are self-evident to those who have faith in our democracy, it becomes necessary that our high schools provide:

**a program of studies in general education that will insure the unity of our people for the common good;

**diversified experiences and educational services that will meet the educational, vocational and avocational needs of our youth;

**a variety of standards flexible enough to permit each to succeed according to his own ability;

**counseling that will help young people make intelligent choices beneficial to self and society;

**those services that will assist youth to be physically and mentally healthy;

**qualified teachers, extended research and expanded facilities to meet more effectively the changing demands on education.

Recognizing that the school is but one segment of our complex society requiring the full support of the community, we conceive it our duty as citizens of New York State to provide for the full support of these schools to guarantee each youth his American Heritage.

— Regents Council on Readjustment of High School Education

Credo adopted by the council November 9, 1951

"Safety Is Everybody's Business"

"Safety in Our Public Schools" was the theme of an address by Maurice G. Osborne, Chief, Bureau of Field Financial Services at the 37th convention of the Association of School Business Officials at Toronto, Canada, on October 15th and 16th.

"Certain personal traits of people, such as cooperation, responsibility and right attitudes, if properly developed, can do more good than hundreds of safety posters, radio and television programs and news letters," Mr Osborne said.

Developing the theme that safety is everybody's business — pupils, parents, teachers, school boards, school administrators and school bus drivers, Mr Osborne said:

> Every child must recognize his responsibility in the matter of self-preservation. The pupil should take pride in the reputation of his school, its property and its safety record. The establishment of safe practices should start with the child's initial school experience. He should receive assistance not only from his teachers but also from his parents at home who have previously been cautioned as to the new environment confronting the child.

Mr Osborne believes that parents' cooperation is vital to the success of the school safety program, that patterns of understanding, respect and obedience must be established if desirable attitudes and practices are to develop and that the parents' obligation begins with the preschool child. In this connection he said:

> Parental obligations continue with the child's admission to school. Parents must acknowledge and discharge their disciplinary prerogatives in support of the school's safety program. Complete authority must be maintained, and the child must be impressed with the parents' respect for the school. The school, its administrator, teachers and indeed the pupils are seriously handicapped when this attitude does not prevail in the home.

The teacher has a great responsibility in the school safety program, Mr Osborne believes, and calls it the teacher's task to develop a safety-conscious attitude in the pupils. He continued:

> Who can measure the results from class discussions relating to safe practices; from visits with parents in the interest of stimulating cooperation with the school highway program; from establishing in the classroom an understanding and a respect for school routines designed to lessen hazards? . . . The alert teacher will recognize the possibilities provided by nature study and hiking trips, bicycle and bus excursions, trips to athletic and musical events and will use such experiences to motivate the school's safety program. . . Safety is not alone a problem of recognizing hazards and avoiding them. It is the cultivation of attitudes necessary for safe living in an inherently dangerous world. In this process the teacher may find a tremendously rewarding opportunity to serve school children and all society.

Mr Osborne pointed out that the school board has a moral responsibility to safeguard in every possible way the welfare of the school children and believes that this responsibility will be appreciably fulfilled with the engagement of the finest available administrator, who should plan, organize and direct the school's safety program. "It rests with the administrator," he said, "to see that safety policies are understood by the entire school personnel."

As to the school bus driver, he said:

> Disaster can result from carelessness, indecision or indifference by the Man behind the Wheel. The establishment of blame is no solace to those

who must attend the injured and bury the dead. Safety procedures must be sufficiently effective to decrease hazard, in spite of the operations of unskilled and irresponsible motorists.

Mr Osborne concluded:

Accident-free schools result from the intelligent cooperation of all who are responsible for the welfare of our pupils. Good teaching may be nullified by parental indifference; pupil carelessness may undo the efforts of the most conscientious school board. The whole-hearted cooperation of the board of education, the school personnel and the student body is required if safe conditions are to prevail.

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Adult Education Grows in the State

During the school year 1950–51 adult education in New York State continued its steady growth. The number of school districts conducting such programs rose from 507 in 1949–50 to 547; the number of classes rose to 12,569 and registrations to 342,254. These figures do not, however, include those for New York City, which are still incomplete.

Opportunities for civic education and Americanization increased greatly. Civic education programs were given in 37 per cent more communities than during the previous year, Americanization classes in 48 per cent more communities.

The greatest growth in number of classes was in Americanization and elementary education, a 34 per cent increase. In arts and crafts there was a 22 per cent increase in classes; in music and drama an 18 per cent increase.

The largest increase in registration occurred in music and drama, an increase of 29 per cent. Next were Americanization and elementary education, and arts and crafts, both with a 16 per cent increase.

In terms of the number of classes, arts and crafts is first with 2166 classes. Next is homemaking with 1952 classes. Third is vocational and technical with 1777 classes.

The largest number of registrations was in civic and public affairs education —72,912. Next largest registration was in arts and crafts — 41,049; third, homemaking with 40,414.

Since almost all the city and village superintendencies had programs the previous year, the largest growth was in the high school districts and central school districts. Sixty-seven more central schools reported adult education than during the previous year. The high school districts increased their registration from about 71,000 to 76,000.

The cost in state aid is less than $7 per registrant. It is interesting to note that with New York City the total adult education registration for the State will be about 500,000, which is approximately the number of high school pupils in the State.

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President Installed

Dr William Gardner Van Note was installed November 4th as the ninth president of Clarkson College of Technology. He succeeds Dr Jess H. Davis, now head of Stevens Institute. Doctor Van Note was formerly at the University of North Carolina.

Education for Technical Employments

Increasing Complexity of Machines and Processes Demands Improved Technical Training

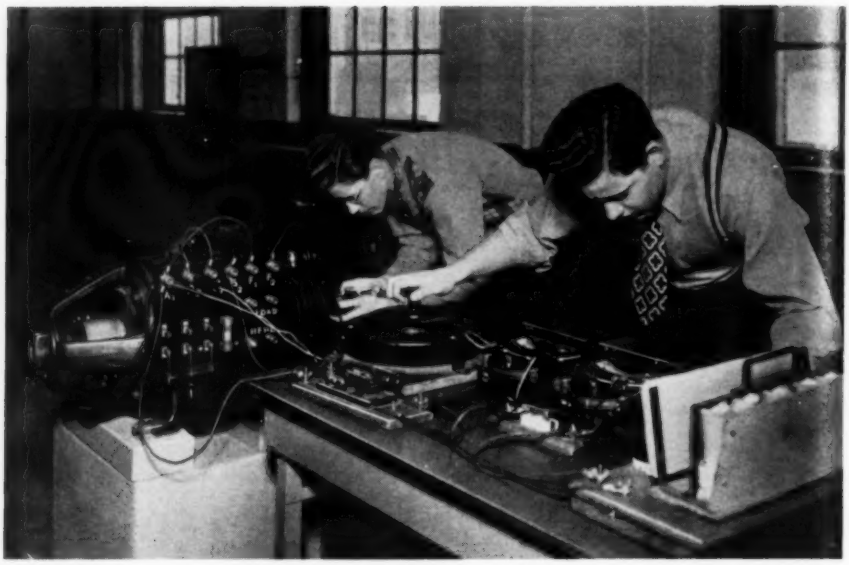
ARTHUR K. GETMAN
Assistant Commissioner for Instructional Supervision (Vocational Education)

SCIENCE IS LAYING a new foundation for modern industry. It is highly important, therefore, that research be continued on an expanding basis and that opportunities be provided for the exercise of inventive genius and productive ability. The need for technical competence on the part of workers at all levels rises more rapidly than our schools and colleges are able to meet. Last year in 28 technical high schools and departments, 12,085 pupils were enrolled in technical courses designed to provide the skill, technical knowledge, scientific attitudes and work habits that would enable graduates to accept remunerative employment in many types of industrial production.

The vocational phases of each industrial curriculum include instruction in shopwork as well as in related mathematics, science and drawing or art. If success in a job depends principally upon manipulative skill and to a lesser degree upon knowledge of mathematics, applied science or drawing, trade or industrial high school courses give appropriate preparation. Such courses train automobile body and fender mechanics, plumbers, carpenters, bricklayers and dressmakers. If, however, success in an occupation depends more upon an understanding of technical principles and to a lesser degree upon manipulative skill, technical curriculums give appropriate preparation. Such courses train engineering laboratory assistants, chemical laboratorians, architectural draftsmen, interior decorators and structural draftsmen.

Technical changes are developing so rapidly that graduates who are competent to serve specialized industries find unique opportunities for quick transfer to good employment. The field of industrial chemistry is a good case in point. Two recent discoveries have been far-reaching. Crude oil is now broken down into different products by "cracking" or heating the vapor of the oil in the presence of a catalytic agent, giving good gasoline production without increasing the stock of kerosene. A second discovery made it possible to convert coal and hydrogen or steam into light oils or gases. Simple compounds thus developed were the building blocks for making many complex substances.

The development of synthetic rubber is another by-product of oil cracking. In the field of synthetic textiles, rayon, a product of cellulose, has developed amazing new materials to increase our standard of living. Molded plastics similar in



Testing a Generator in the Technical Electrical Course of Mont Pleasant Technical High School, Schenectady

composition to the textiles have likewise yielded many types of new products.

Chemistry has also demonstrated that fuels may be developed from other raw materials, such as grain alcohol derived from plants and substandard crops. It may be truthfully said that the science of chemistry is still in its infancy as the American Chemical Society is currently celebrating its 75th anniversary.

Another illustration is found in the use of electronics in controlled processes and in measurements which have made possible a much higher degree of precision than was considered possible five years ago. Improved methods in machine practices have resulted in increased accuracy and speed in the manufacture of metal products, equipment and machine tools. Industry designs, builds, distributes and maintains these machines which develop products that greatly increase our standards of living.

In view of the increasing complexity of machines and processes, it is obvious that improved technical knowledge is a basic requirement. For each technician with college and graduate preparation employed in industry, from three to ten persons of lesser technical training are needed. While, generally speaking, industry is providing training for specific tasks, it is not feasible for industry to give a broad foundation in technical education needed for specialized employment, such as is provided in the technical high schools.

Throughout the State, technical education in the public high schools is recognized as a primary service to youth. Schools giving these courses have attracted considerable attention because of the successful work done in preparing boys to serve as technicians, servicemen, junior assistants to engineers, architects' assistants and supervisors of production processes. Courses are organized in special schools such as the Brooklyn Technical High School, the Buffalo Technical High School and in special depart-

ments in such schools as the Sewanhaka High School at Floral Park and the Utica Free Academy. The enrolment in the technical schools and departments has increased from 309 in 1921 to 12,085 in 1951.

High school graduates in technical fields have received unique and comprehensive preparation both for employment and for entrance to institutes and colleges of engineering if they do not wish to go to work at once. These youth are in great demand in industry and make rapid progress in their work; they make enviable records in engineering colleges, due chiefly to their high level of ability and the specialized and general preparation which they have received. Recent studies on a national basis reveal, for example, that about half the students entering engineering colleges leave before graduation; records of technical high school graduates, however, indicate that only 10 to 15 per cent of the students entering engineering colleges drop out before graduation.

Students in New York State are fortunate indeed in having technical training available at the high school level with such unique opportunities for work, employment and later advanced education, or for immediate entry into higher education.

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Children's Bill of Responsibilities

To God, My Country, My Parents and Myself

Grow in character and ability as I grow in size.
Be honest with myself and others in what I say and do.
Learn and practice my religion.
Honor my parents, my elders and my teachers.
Develop high moral principles and the courage to live by them.
Strive for health in body, mind and spirit.
Respect the rights of others.
Set a good example so that others may enjoy and profit by my company.
Give honest effort to my work.
Regard my education as preparation for the future.
Obey our laws so that we may live more happily together.
Preserve and strengthen our American way of life and government.

Copies of the above, distributed by the New York State Youth Commission, may be obtained free upon request to the commission at 66 Beaver street, Albany, N. Y. Printed in two colors, they are available in sizes suitable for framing.

American Heritage—Great Statesmen

The following list of 16-mm sound motion picture films has been selected, with the assistance of the state supervisor of citizenship education, after careful review of a relatively large number of films in the subject matter area.

All inquiries relative to rental rates and bookings should be addressed to the distributor whose name appears after the summary of each film. The Bureau of Audio and Visual Aids does not distribute these films.

George Washington (20 min.)

Presentation of those qualities and skills which made Washington a great builder of the American Nation. Includes significant events of his boyhood, his trials and triumphs as a military leader and his contributions as first President.

Distributor:

Educational Film Library
123 College place
Syracuse University
Syracuse 10, N. Y.

John Marshall (20 min.)

Revealing boyhood experiences, his role in the American Revolution, his career in national politics and as Chief Justice of the U. S. Supreme Court present a vivid picture of the founder of American constitutional law.

Distributor:

Syracuse

Andrew Jackson (20 min.)

Through the presentation of important episodes in the life of Andrew Jackson we see the "common man in government" as major events of his years in political life are revealed.

Distributor:

Syracuse

Thomas Jefferson (20 min.)

The distinguished career of Jefferson, from young manhood to retirement. It shows him as author of the Declaration of Independence, his political career and philosophy, his presidency and his contribution to agriculture and American political thought.

Distributor:

Syracuse

Daniel Webster (20 min.)

Pictures those qualities, skills and events that made Webster a distinguished lawyer, orator and national political figure.

Distributor:

Syracuse

Benjamin Franklin (20 min.)

Dramatic presentation of the highlights in the life of Franklin, including his writing and publishing careers, his contributions to science and his outstanding successes as statesman and diplomat.

Distributor:

Syracuse

John C. Calhoun (20 min.)

Highlights in the life of Calhoun, statesman and ardent advocate of states' rights, include his political career, his part in the War of 1812 and his service as Vice President.

Distributor:

Syracuse

Alexander Hamilton (20 min.)

Re-enactment of important episodes in the eventful life of one of this country's great economists. Points covered are his part in the development of the Constitution, his career as Secretary of the Treasury and the events which led to his death at the hands of Aaron Burr.

Distributor:

Syracuse

John Quincy Adams (20 min.)

Significant highlights in the life of the father of American foreign policy. Includes Adams'

career as Secretary of State and author of the Monroe Doctrine.

Distributor:

Syracuse

Teddy the Rough Rider (19 min. color)

Biographical sketch of Theodore Roosevelt covering the years 1898–1914, which include his activity as Assistant Secretary of the Navy; his organization of the Rough Riders and participation in the Spanish American war; his election as Governor of New York State; his nomination and election as Vice President of the United States.

Distributor:

Association Films, Inc.
35 West 45th street
New York 19, N. Y.

Old Hickory (17 min. color)

Biography of Andrew Jackson from the battle of New Orleans in 1812 through his presidential career.

Distributor:

Association
Syracuse

Public Life of Abraham Lincoln (33 min.)

Includes the Lincoln-Douglas debates, Lincoln and his cabinet, the conduct of the Civil War, the Emancipation Proclamation, the carrying out of Lincoln's ideals and his tragic death.

Distributor:

Nu-Art Films, Inc.
112 West 48th street
New York 19, N. Y.

Lincoln in the White House (21 min. color)

Portrayal of Lincoln's life beginning with his first inaugural address. Scenes of Lincoln's home life in the White House. Dramatization of the President speaking at Gettysburg.

Distributor:

Syracuse

Franklin Delano Roosevelt (20 min.)

Film traces the career of the late President from his entry into politics in 1910 until his death in 1945. Includes his activities as Assistant Secretary of the Navy; Governor of New York State; President of United States; meetings with Churchill and Stalin; initial groundwork for the San Francisco Conference.

Distributor:

Association

Brandon Films, Inc.
200 West 57th street
New York 19, N. Y.

Ideal Pictures Corporation
207 East 37th street
New York 16, N. Y.

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School Health Suite Plans Ready

Through the cooperative planning by the Bureau of Health Service and the Division of School Buildings and Grounds, four new suggested health suite plans have been printed. There are plans for schools with enrolments up to 300 pupils, from 300 to 800 pupils and over 800 pupils.

Various changes have been made to improve the facilities of the school health suite, such as an entrance and exit door to the health suite, dressing and rest rooms, dental hygiene office, supply closets and lockers, waiting room with chairs, sliding partitions and other conveniences. On the back of each plan the recommended furnishings for school health suites are listed. These recommendations include the equipment for the nurses and dental hygiene offices as well as furnishings for the entire health suite.

Copies of the suggested school health suites are available upon request to the Division of School Buildings and Grounds or the Bureau of Health Service of the Department.

To Advise on Youth Counseling

The Regents appointed an advisory committee on counseling of youth for the Armed Services at their meeting November 30th. The committee was named on recommendation of Commissioner Lewis A. Wilson to assist the Department in the preparation of materials and of plans which would be helpful to teachers and other school personnel in advising high school pupils with regard to their potential contributions through service in the Armed Forces or Civilian Defense activities.

The following were named to the committee: Kenneth R. MacCalman, superintendent of schools, Nyack; David H. Patton, superintendent of schools, Syracuse; Leo L. Ryan, principal, Forest Hills High School; John V. Joyce, director of pupil personnel, Niagara Falls; C. C. Dunsmoor, director of guidance, Board of Cooperative School Services, Supervisory District 1, Westchester county; C. Everett Woodman, director of guidance, Great Neck; Marie E. Tutton, counselor, Port Byron Central School; Monsignor Sylvester Holbel, superintendent of schools, Catholic Diocese of Buffalo; Dr Morris Krugman, assistant superintendent of schools in charge of guidance, New York public schools; Charles Tonsor, principal, Grover Cleveland High School, Brooklyn.

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Trust Fund for New Museum

On motion of Chancellor Emeritus William J. Wallin, the Board of Regents on November 30th established a trust to be designated as the Westchester County Museum Fund. The purpose of this fund is twofold: (1) to promote and encourage consideration by the officials and residents of Westchester county of the desirability of establishing a Westchester County Museum as a public museum to be owned by the county and supported by the county and by such gifts as may be made to the museum; (2) to assist in planning and developing such a museum in Westchester county.

A contribution of $750 from the Carl and Lily Pforzheimer Foundation Inc., New York City, and another of $250 from Chancellor Wallin have started the fund.

Establishment of this trust or any similar trust will make it possible for individuals and organizations who wish to contribute to the promotion and planning of a museum or other educational project to do so without waiting for the incorporation of the museum or institution itself. All such contributions will be tax exempt.

Charters Granted by Regents

The William Alanson White Institute of Psychiatry, New York City, provisionally chartered in October 1946, was granted permission by the Board of Regents on November 30th to change its name to The William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology, and an absolute charter was granted to the institution under that name. The purposes of the new organization are "to further the understanding of qualified personnel in the problems of emotional disorders, to encourage research in interpersonal relations and to promote public interest in mental health."

The North Collins Historical Society of North Collins was granted an absolute charter to replace the provisional charter it has held since June 1946.

Provisional charters, valid for five years, were granted the Maplebrook School, Inc., an elementary school for boys and girls, located at Amenia; and to the Ossining Community Nursery School, a parent cooperative school at Ossining.

The Regents took charter action on several libraries of the State. Absolute charters were granted the following: Brookhaven Free Library, Henderson Free Library, Menands Public Library, Saratoga Springs Public Library, Stephentown Memorial Library. Extension of provisional charters for five years was granted to the following libraries: Black River Free Library, Dexter Free Library, Ellisburg Free Library, Pierrepont Manor Free Library, Orleans Public Library at La Fargeville, Beaver Falls Library, Harrisville Free Library, Brewerton Free Library, Elbridge Free Library, Candor Free Library, Cutchogue Free Library, Galen Free Library at Clyde, Jasper Free Library, Oriskany Public Library and Spragueville Free Library.

A provisional charter valid for five years was granted the Hiram Halle Memorial Library, Pound Ridge.

Upon request of the trustees of the Bedford Hills Free Library, its charter was revoked and approval was given for the transfer of its property to the Bedford Hills Free Library (Central School District 7), which was chartered by the Regents October 26, 1951.

The charter of the King Ferry Free Library was revoked, at the request of its trustees, and approval was given for the transfer of its property to King Ferry Central School.

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Advanced in Grade

The Regents on November 30th advanced in grade two schools — Bradford Central School, advanced from middle high school grade to high school grade; and Colton-Pierrepont Central School, from provisional high school to full high school grade.

Benjamin Franklin Evening High School, New York City, was admitted to The University of the State of New York as of high school grade.

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Regent Moot Is Chairman

Regent Welles V. Moot of Buffalo acted as general chairman of the Niagara Frontier Convocation held December 7th and 8th under the auspices of the University of Buffalo. Commissioner Lewis A. Wilson addressed the convocation.

Regents Make Appointments

The Board of Regents made several appointments to state boards and councils at its meeting on November 30th.

Anna Filmore, general director of the National Organization of Public Health Nurses, was appointed to the Nurse Advisory Council to serve until December 31, 1952. She will fill out the term of Margaret E. Conrad, New York City, who has resigned.

Lester B. Foreman, of Pittsford, district superintendent of schools of the first supervisory district, Monroe county, was appointed to the State Examinations Board to serve until December 31, 1952. He will complete the unexpired term of Claude L. Kulp, formerly superintendent of schools at Ithaca and now Associate Commissioner of Education.

Dr Eugene G. Bewkes, president of St Lawrence University, and Fred B. Painter, superintendent of schools at Gloversville, were reappointed as members of the State Examinations Board, each to serve for five years beginning January 1, 1952.

Frederick W. Wulfing of Manhasset was appointed to the committee on grievances of the State Board of Certified Public Accountant Examiners, to serve until April 30, 1954. He fills the vacancy caused by the death of Frederick H. Hurdman of New York.

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Bond Issues Approved

The Board of Regents approved the following proposed bond issues for schools of the State at its November 30th meeting. This action was taken in accordance with the requirement of the local finance law that the Board of Regents approve propositions for bond issues to cover school improvements in districts where the cost of such improvements would bring the bonded indebtedness above 10 per cent of the valuation of the district's real property.

The issues approved included the following:

Cincinnatus Central School, an issue of $15,000 for the purchase of two school buses

Callicoon-Long Eddy Central, an issue of $115,000 for completion of the construction of a school building, the improvement of the site and the purchase of furniture and equipment ($75,000), and construction of school bus garage ($40,000); and an issue of $8950 for purchase of school bus

Elizabethtown Central School, an issue of $75,000 for the completion of the erection and equipment of two school buildings

Spencerport Central School, an issue of $200,000 for completion of school construction program.

Foreign Medical Universities

Upon recommendation of Regent Dominick F. Maurillo of Brooklyn, medical courses of study at the following universities have been approved by the Department:

University of Genoa
University of Naples
University of Pisa

This means that students who satisfactorily complete these courses and who serve the necessary period of internship will be eligible for licensing in New York State after taking the State Medical Board examination.

At the same time Regent Maurillo and Dr Carroll V. Newsom, Associate Commissioner for Higher Education, recommended the approval of the medical courses at the University of Paris. The visit to the University of Paris was at the invitation of the French Embassy. Arrangements were made by Honorable Rene de Messieres, Cultural Counselor to the Embassy.

This Machine Helped Win a War

The History Section of the New York State Museum, located at the Museum Annex, 1260 Broadway, Albany, has recently placed on display a model of the once-famous machine for making horseshoes, which fashioned from a bar of iron one horseshoe every four seconds. This made possible the first mass production process for creating a transportation necessity. Henry Burden, the founder of the Burden Iron Works in Troy, invented and developed this machine in the early 19th century, and patented it in 1835; as the years passed he perfected the patent. By 1857 he had a device that would cut, bend and forge a heated iron bar into a horseshoe in a single movement.

In a Single Movement — a Horseshoe

During the Civil War the Burden Iron Works obtained contracts to supply the Union Army with horseshoes. At one time the United States contemplated establishing government management of the factory, and the Confederacy plotted to infiltrate spies to learn the manufacturing secrets. The Burden Iron Works played an important role in the winning of the Civil War.

Ultimately the Burden Iron Works was turning out horseshoes at a rate which would have shod an army of 12,000,000 every year, and was shipping kegs of the product far and wide. The model of the machine now on display in the State Museum is a working model which once made miniature horseshoes and was built for the Philadelphia Centennial Exposition of 1876.

Anna K. Cunningham, curator of history in the State Museum, published an article this summer in *The Chronicle* of the Early American Industries Association, describing this Burden patent and telling of the importance of the horse in America in the 19th century.

Today, in Troy, not too far from the old Wynantskill creek that powered the original Burden plant, there is a bronze tablet with this inscription:

Near This Place
HENRY BURDEN

First operated machines which he had invented for the manufacture of horseshoes and which became an important factor in the Civil and Military development of the Country.

Educational Notes

Plans in the Making

This group met to prepare for the Guidance Teachers Workshop at Albany, November 13th–14th, for guidance personnel working in 12 counties.

Left to right, first row: Dr Evan R. Collins, president, State College for Teachers, Albany; George R. Hutcherson, Chief, Bureau of Guidance, State Education Department; Claude L. Kulp, Associate Commissioner for Elementary, Secondary and Adult Education. Second row: Burton K. Thelander and Paul B. McGann, associates, Bureau of Guidance; Ernest A. Frier, Chief, Bureau of Instructional Supervision (Secondary).

Similar workshops in guidance have been held since February 1951 at Jamestown, Alfred, Watertown, Plattsburg, Oswego, Canton, Endicott, Syracuse, New Paltz, White Plains, Utica, Port Jefferson and Hempstead.

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Troy Honors Dr Arvie Eldred

Dr Arvie Eldred, recently retired executive secretary of the New York State Teachers Association, was honored by citizens of his home city, Troy, at a testimonial dinner in that city on December 12th. Doctor Eldred has been a leader in civic associations and community work during his career as a schoolman.

Dr Frederick J. Moffitt, Executive Assistant to the Commissioner, represented the Department at the dinner and was one of the speakers.

School Enrolments Go Up and Up

Public school enrolments in New York State continue to climb. The annual survey just completed by the Bureau of Statistical Services shows that the enrolment in all public schools, as of approximately September 30, 1951, was estimated to have passed the two million mark — 2,004,177. This represents an increase of 47,397 over the initial enrolment of September 30, 1950.

New York City reported a very small increase this year, 842 pupils. The increase is smaller than in the past, probably because of the migration of families from New York City to suburban areas, particularly to Long Island. Another significant trend is the almost total disappearance of decreased enrolments in cities of the State. In 1950, 22 cities reported decreases in the number of public school pupils; in 1951 only three cities had a decrease, two of them a very small decline. The enrolment in Mechanicville decreased by eight pupils, in Port Jervis by 18. Auburn lost 643 public school pupils, about 500 of whom were absorbed by a new parochial school; the remainder represented a smaller high school enrolment in the city. All schools, public and private combined, in Auburn showed a net gain over the previous year.

The cities of the State which gained in public school enrolment over the previous year, together with the amount of the gain, are as follows: Albany, 664; Amsterdam, 339; Batavia, 71; Beacon, 5; Binghamton, 140; Buffalo, 134; Canandaigua, 128; Cohoes, 4; Corning, 39; Cortland, 150; Dunkirk, 98; Elmira, 143; Fulton, 188; Geneva, 27; Glen Cove, 150; Glens Falls, 22; Gloversville, 89; Hornell, 5; Hudson, 46; Ithaca, 178; Jamestown, 25; Johnstown, 28; Kingston, 196; Lackawanna, 122; Little Falls, 74; Lockport, 105; Long Beach, 256; Middletown, 228; Mount Vernon, 430; New Rochelle, 362; New York, 842; Niagara Falls, 466; North Tonawanda, 267; Norwich, 92; Ogdensburg, 96; Olean, 38; Oneida, 86; Oneonta, 78; Oswego, 36; Peekskill, 10; Plattsburg, 109; Poughkeepsie, 37; Rensselaer, 55; Rochester, 836; Rome, 314; Rye, 56; Salamanca, 52; Saratoga Springs, 41; Schenectady, 311; Sherrill, 74; Syracuse, 603; Tonawanda, 172; Troy, 316; Utica, 258; Watertown, 55; Watervliet, 58; White Plains, 280; Yonkers, 662. Newburgh reports the same enrolment as last year. The net gain in the cities of the State was 10,067 pupils.

Of the 101 villages of the State with superintendents of schools, 95 reported increased enrolments and six reported decreased enrolments. The combined decreases of the six amounted to only 276 pupils. Total increases of the other 95 villages amounted to 15,721, making a net gain in the villages of 15,445.

Comparable data for the central and union free schools with high school departments show that these schools had an increase of 6885 pupils.

It is estimated that the increase in common school districts and union free elementary school districts was approximately 15,000 pupils, most of which was in the suburban areas of the large cities, particularly New York City.

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Citizenship Participation

The School Executive for January 1952 will carry a comprehensive story on the rising movement of citizen participation in the affairs of the public schools.

College Enrolments Drop

A total enrolment of 316,886 students was reported in the colleges and universities of New York State in November 1951, according to a summary of registration compiled by the Bureau of Statistical Services. This is a drop of 4193 students compared to enrolments of November 1950.

A study of the reports received from the institutions of higher education shows that the largest loss in enrolment is in the undergraduate courses in arts and sciences, law, business and engineering, — with smaller losses in medicine, nursing and home economics. In the fields of business and engineering, however, enrolments in graduate courses showed a substantial rise in spite of the over-all loss.

Marked gains were registered in technical fields of study — 3397 students. Courses in theology and religious education showed an increased enrolment of more than 600; moderate increases were registered in optometry, pharmacy, labor relations and agriculture.

Enrolment in teacher education courses dropped 4651 registrations; graduate courses in teacher education dropped by 647 registrations.

The total registration this year in junior colleges of the State, including the 11 institutes of the State University, is 20,613.

Ranked as to size, the College of the City of New York, which includes Brooklyn, City, Hunter and Queens colleges, is first with an enrolment of 64,881. New York University reports 45,186; State University of New York, 40,423; and Columbia University, 27,278 students.

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Progress in Readjustment Program

Progress reports on studies and publications were given to the Regents Council on Readjustment of High School Education when it met in Syracuse, November 8th and 9th. The council adopted the Credo, "Education — An American Heritage," printed in this issue of the Bulletin on page 98.

Commissioner Lewis A. Wilson addressed the meeting, listing the three major problems facing secondary education as increased enrolments in schools today, population shifts to suburban and rural areas and the impact of universal military training. Assistant Commissioner Warren W. Knox discussed the handbook now in preparation to assist local schools to improve their holding power. Dr Warren W. Coxe, Director of the Division of Research, outlined plans for research which include problems related to secondary schools.

Assistant Coordinator Harry B. Spencer described the study now being made in 29 upstate schools and four New York City schools to identify factors contributing to high holding power.

George E. Hutcherson, Chief of the Bureau of Guidance, outlined guidance functions in schools.

More Johnson Papers Published

Publication of Volume X of the Papers of Sir William Johnson, superintendent of Indian affairs for the Northern Department, 1756–74, is announced by the Department. The new volume covers the period from 1758 through 1763 and contains more than 400 documents relating to the French and Indian War, the Pontiac Uprising and many sidelights on colonial administration, land speculation and claims, Indian relations and the work of the famous Sir William Johnson.

This new volume has been edited by Dr Milton W. Hamilton, senior historian of the Division of Archives and History, and carries a preface written by Dr Albert B. Corey, State Historian. The volume of 998 pages sells for $5.

The Papers of Sir William Johnson have been collected by diligence in the face of many difficulties. Dispersed at the time of the Revolution when the Tory Johnsons' properties were confiscated, the Papers were assembled from various collectors until in 1866 the State of New York had acquired some 26 manuscript volumes of these papers. Preparation of the Papers for publication was begun in 1890 by State Historian Hugh Hastings but the work was only partially done when the Capitol fire in 1911 destroyed or damaged a large number of the manuscripts. Research in other collections, notably the British Record Office and the Indian Records in the Canadian Archives, has enabled the editors to piece out the collection, often from copies or duplicates of those burned or lost.

The first three volumes of the Sir William Johnson Papers were published in 1921–22, edited by State Historian James Sullivan. Volumes IV through IX were published between 1925 and 1939 under State Historian Alexander C. Flick, assisted in later volumes by Dr Almon W. Lauber.

Two more volumes, appendixes and index, are in preparation. When completed the series will comprise a major source for all students of American history and a new interpretation may emerge of Sir William's role in history.

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K. E. Beilby Dies

Kasson E. Beilby, who retired in 1942 after 35 years of teaching and supervisory service in the schools of New York State, died November 9th at Endicott. He was high school principal at Washingtonville, Orange county, and district superintendent of the first supervisory district of Broome county before his election in 1916 as superintendent of the third supervisory district of Broome county, where he served until his retirement.

A leader in the movement for better rural schools, Superintendent Beilby was influential in developing home and school relations, the improvement of instruction, the organization of central schools and the construction of modern buildings.

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Adult Education Workshop

Seven hundred adult school teachers and many school officials and civic leaders attended a workshop conference at Sewanhaka High School, Floral Park, on September 15th. Sponsored by the Nassau-Suffolk Adult Education Association, the workshop was designed to make a pattern for community cooperation in the in-service training of adult education teachers and leaders.

District Superintendents Elect

John F. Byrnes of Brushton was elected president of the Association of District Superintendents of Schools at the 40th annual convention of the association, held in Rochester October 15th–17th.

Other officers elected are Harry W. Gross, Mineola, first vice president; W. R. Buell, East Aurora, second vice president; Mrs Ruth Winch, Westfield, secretary; Harold Hollister, White Plains, treasurer.

Speaking to the theme of the convention — "What Pattern for Greater Service?" Dr Frank W. Cyr of Teachers College, Columbia University, reported on the study of the district superintendency which he has directed for the past year. The study will be continued during the year ahead.

Other speakers included Dr C. B. Murray, executive secretary of the New York State Teachers Retirement Board, and G. Howard Goold, executive secretary of the New York State Teachers Association. Dr Thomas Miller, dean of the Oswego State Teachers College, spoke on in-service education in this State.

Commissioner Lewis A. Wilson addressed the convention at the banquet meeting. Other members of the State Education Department who spoke were Dr Charles A. Brind jr, Counsel, and Assistant Commissioner A. W. Schmidt.

The 1952 meeting of the association will be held in New York City, October 12th–15th, in conjunction with the annual convention of the National Association of County and Rural Superintendents.

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Workshops Promote Music Education

A series of ten workshops in music education was held during the week of October 29th–November 2d, through the cooperation of the Utica, Syracuse and Buffalo boards of education, the State Teachers College at Potsdam and the State Education Department. Approximately 2500 teachers and students, including 1300 elementary school classroom teachers, attended the sessions. Two workshops were held in Utica, Potsdam and Syracuse and four sessions in Buffalo.

Mrs Beatrice Perham Krone, teacher, lecturer and writer and one of the country's leading authorities in music education, conducted the workshops, and Dr Joseph G. Saetveit, state supervisor of music education, served as moderator.

The workshops emphasized creative music activities at the elementary, junior high and high school levels. They stressed the use of significant folk song materials to improve human relations.

Serving as chairmen of the workshops were Marcella Lally, Utica public schools; G. Frank Lapham, Syracuse public schools; William Breach, Buffalo public schools; Mrs Maurice Baritaud, Potsdam State Teachers College.

Response to this new technique of supervisory service was favorable and generous.

W. Arlo Sylvester Is President

Officers for the New York State School Boards Association, to take office January 1, 1952, were elected at the annual meeting of the association held October 23d at Syracuse. W. Arlo Sylvester, a member of the East Greenbush board of education, was elected president.

Other officers include Mrs Mary K. Brod, New Rochelle, vice president, city section; Mrs Grover A. Silliman, Sayville, vice president, village section; Alfred T. Peters, Whitesboro, vice president, central section; W. Parker Dodge, Rensselaer county supervisory district 3, vice president, rural section.

Dr Clyde B. Moore, Ithaca, was reelected treasurer, and Everett R. Dyer, executive secretary.

The board of directors will include Cyrus M. Higley, Norwich, past president of the association, and the following members of boards of education as district chairmen: Phillip C. Wolz, Rochester; George W. Pring, Fayetteville-Manlius; Homer F. Brink, Endwell; Dr James R. Campbell, Lake Placid; William V. Mauer, Liberty; Thomas C. Fetherston, Oceanside.

The association adopted several resolutions, as follows:

Indorsing and supporting the efforts of the State Education Department to further the safety education program relating to pupil transportation, and encouraging member boards to sponsor school bus driver training programs and the teaching of all phases of school transportation safety

Continuing efforts to institute a plan of action to get federal authorities to recognize the need for school buildings, equipment and supplies as definitely important in the Nation's defense program, to receive priorities second only to the military in allocation of raw materials

Supporting the State Board of Regents in its effort to provide television channels to be used exclusively for educational purposes in New York State

Encouraging the establishment of immediate and long-range public relations programs designed to improve educational services for youth and adults

Encouraging member boards to develop appropriate methods for making the annual school district meeting more democratic, effective and efficient

Indorsing the organization of local citizens' committees for the improvement of the public schools as advisory groups to school boards throughout the State

Supporting legislation to amend the present law so that boards of education may require physical and mental examinations of all public school teachers and other employes dealing with children, as protection to the health and welfare of school pupils

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Honors for State Boys

Gerald Reynolds of the Corfu chapter of Future Farmers of America was elected regional vice president of the national association at its annual convention held in Kansas City, October 9th–12th. He served as reporter-editor for the New York State Association of Future Farmers in 1949–50. He was one of seven New York Future Farmers qualifying for the American Farmer degree this year.

Charles Bottum of the Addison chapter was regional winner for the Northeast in the farm electrification contest.

The Greenville chapter won the second highest honor, the silver award, in the national chapter contest. South Kortright Future Farmers qualified for a third-place bronze award for the second consecutive year.

Change of Board Secretary

Clara Quereau, secretary of the Board of Examiners of Nurses, will retire January 1, 1952, after approximately ten years' service as secretary of that board. She will be succeeded on that date by Mary Ellen Manley, for the past 15 years director of the Division of Nursing in the New York City Department of Hospitals.

Miss Quereau was appointed secretary on April 16, 1930. In 1935 she resigned to work with the National League for Nursing Education in developing its accreditation program throughout the United States, and returned to the Department as executive secretary of the nurse board in September 1947.

She was graduated from Teachers College, Columbia University, and had hospital training in the Massachusetts Homeopathic Hospital, Boston. Before joining the Department she did industrial and school nursing, served in the Army Nurse Corps and did hospital service at Cortland County Hospital.

A native of Ohio, Miss Manley was graduated from Ohio State University and received her nursing education at Teachers College, Columbia University. She has had nursing and administrative service at Cincinnati General Hospital and Fordham Hospital, New York, and has been director of the nursing service for the New York City Department of Hospitals since 1936. She has been an active member of numerous committees and councils on nursing for various colleges and universities and government agencies.

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Doctor Lochner Resigns

Dr Jacob L. Lochner, secretary of the Board of Medical Examiners, resigned that position November 30th to take a position with the State Workmen's Compensation Board.

Doctor Lochner came to the Department in April 1945 after several years of private practice and hospital administration. He attended Hamilton and Union colleges and received his medical degree from Tufts Medical School. He was formerly on the faculty of Albany Medical College.

In Military Service

Alfred T. Houghton, associate in adult education in the State Education Department and former principal of the Red Creek Central school, has been recalled to military service with the United States Marine Corps.

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Medical Supervisor

Dr Joseph A. Geis was appointed provisionally on December 1st as senior supervisor, school medical service, general.

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